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ABSTRACT

Techniques for conducting needs assessments for the purpose of obtaining funds for teacher centers are illustrated. Sample needs assessment forms used by successful teacher centers are contained in this booklet. These survey forms are for gathering information from all levels of school personnel and for evaluation of ongoing needs by individuals. (JD)

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HOW TO ORGANIZE A TEACHER CENTER NEEDS ASSESSMEN

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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WRITING TEAM

RONALD BOVER
Coordinator
Central New York
Rural Teacher Center

JOANN HARUTUNIAN
Policy Board
Albuquerque Teachers
Learning Center

JIMMIE JACKSON
Director
District of Columbia
Teacher Center

DR. JESSIE M. KENNEDY
Director
Detroit Center for Professional
Growth and Development

DENNIS R. LAURO, JR.
Policy Board
Northern Westchester/
Putnam Teacher Center

DR. THERESA A. LORIO
Assistant Director
Detroit Center for Professional
Growth and Development

BRENDA PICKETT
AFT State Network
New Orleans, Louisiana

BETH SAUERBORN
Associate Director
Syracuse Area
Teacher Center

SADIE SHROPSHIRE
Coordinator
Gary Teacher Center

MIRIAM SMITH
Coordinator
New York City
Teacher Centers Consortium

DOLORES TALLEY
Co-Director
District of Columbia
Teacher Center

PAT WEILER
Director
AFT Teacher Center
Resource Exchange

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THIS SERIES

WAS MADE POSSIBLE BY ....

- *the support given by Eugenia Kemble, Assistant to the President and Marilyn Rauth, Director of the AFT Educational Issues Department*
- *the productive dialogue between the AFT Teacher Center Advisory Group and the State Network Representatives and the AFT Teacher Center Resource Exchange*
- *the continued exchange of ideas and resources among teacher center staff and policy board members during the past year*
- *the skill of Soila Posas who spent long and tedious hours preparing the manuscript for print and Ron Hunt who created a work of art from lines and letters*
- *the creative genius of the writing team members whose talents and understanding made this publication a reality within a short span of time*

OTHER MODULES IN THE SERIES INCLUDE:

HOW TO DEVELOP TEACHER CENTER MANAGEMENT TECHNIQUES
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HOW TO GENERATE TEACHER CENTER FEVER

PUBLICATION: Winter '79

HOW TO PLAN YOUR TEACHER CENTER PROGRAM
TEACHER CENTERS AND TEACHER CERTIFICATION
HOW TO MOTIVATE TEACHER WRITERS

SINGLE COPIES OF THIS PUBLICATION ARE AVAILABLE UPON REQUEST, AS LONG AS THE SUPPLY LASTS.

Pat Weiler, Director
AFT Teacher Center Resource Exchange
11 Dupont Circle, N.W.
Washington, D.C. 20036

July 2, 1979

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The federal government, state departments of education and other agencies providing funds for educational grants require the submission of a "Needs Assessment." This activity is a very important part of your project application. If this assessment is not done properly, it could mean your grant is doomed before you even submit it for review.

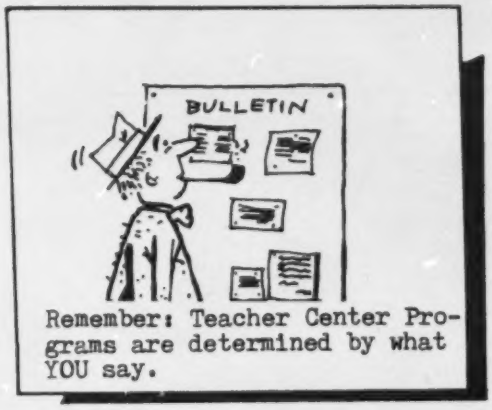
The main purpose of the needs assessment is the identification of those areas viewed by teachers as being the most important to improve their professional development and thus improve education. It is imperative that your staff understands the importance of the form and completes it with enthusiasm.

The experience of teacher center policy board members in developing and conducting a needs assessment indicates certain procedures that will insure an efficient and effective needs assessment process. The focus of this packet is to show you examples of some needs assessment forms which have been used successfully by existing centers. We are not endorsing any one form over another, nor are we saying that you must use one of these enclosed forms. Be creative and develop your own!

INITIAL NEEDS ASSESSMENT FORMS

The following samples of initial needs assessment forms are enclosed here to give you examples of the varying ways of laying out your needs assessment.

Some of these examples are incomplete, but give you the concept of displaying your questions. In other cases we have given you complete forms of some centers which have been in existence for a long time and have had success with their forms.



Cleveland Teacher Center

The following ideas are different ways your policy board can insure the best response from your staff when asking them to complete a needs assessment form after you have developed the one you wish to use.

- Make arrangements with your administrators to have some time at a faculty meeting to present the needs assessment and allow the staff to complete the form.
- Distribute the forms through your teacher organization's representatives and have them check off each member as as they complete and return the form.
- Include the form in your teacher organization publication and have them return completed forms to a central location.
- Conduct personal interviews with members of your staff in order to insure correct interpretation and completeness of responses.
- Conduct group interviews of staff by grade levels or subject areas to insure correct interpretation and completeness of responses.

THE DETROIT CENTER FOR PROFESSIONAL GROWTH AND DEVELOPMENT
SURVEY OF TEACHER INSERVICE EDUCATION NEEDS

1-Strongly needed and very important for many Detroit educators and I would choose to participate when possible. Program must be developed.
2-Strongly needed and very important for many Detroit educators but I probably would not participate. Program should be developed.
3-Well worth considering for program development.
4-Not of high priority at this time.
5-Should receive little if any consideration.

(Check one column for each area)

	1	2	3	4	5
a. Individualization of Instruction					
b. Teaching of reading					
c. Teaching of mathematics					
d. Classroom management					
e. Effective utilization of test data					
f. Communicating teacher expectations & improving student's self image					
g. Stimulating student motivation					
h. Teaching strategies and skills					
i. Behavior modifaction					
j. Utilization of media materials					
k. Effective sharing of promising practices					
l. Interpersonal & intergroup relations: student/student, student/ teacher, student/parent					
m. Middle School concerns					
n. Senior High School effectiveness					
o. Systematic, developmental teaching					
p. Humanizing instruction					
q. Student involvement in instructional decision making. Increasing student self direction.					
r. Career education					
s. Talented and gifted students					
t. Combatting sexism					
u. Competency-based education					
v. Metric education					
w.					
x.					
y.					
z.					

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THE DETROIT CENTER FOR PROFESSIONAL GROWTH AND DEVELOPMENT
PARAPROFESSIONAL SURVEY OF IN-SERVICE NEEDS

Please check the column next to each item that most nearly describes your personal feelings.

	Essential	Necessary	Worth Developing	Needed But Not of High Priority	Disregard
1. Child growth and development: characteristics of children at different ages.					
2. How learning takes place.					
3 Reading and phonics - Making materials for small group activities.					
4. Individualized instruction - How can the paraprofessional contribute?					
5. Working with small groups, techniques for management and motivation.					
6 Working on a one-to-one basis.					
7. Reading Readiness games and activities.					
8 The team approach (paraprofessionals, teachers, pupils, and administrators.					
9 Math materials - How to make and use them.					
0. Introduction to the metric system.					
1 Activities for improving the pupil's cursive and manuscript skills.					
2 Improving listening skills through games and activities.					
3. Record keeping made easy.					
4 Community resources - How to locate and use them.					
5. Human relations, interactions, expectations.					
6 Cooperative planning for daily and long range goals.					
7 Realistic goal setting for self and for pupils.					
8. Working with the Middle School aged child.					
9 Working with the Senior High School young adult.					
20.					
21					
22.					

The Center plans to develop workshops from all of the topics listed. Please select and list five (5) topic areas in which you would participate.

_____

_____

_____

_____

_____

Check Level You Work With

_____ Early Childhood

_____ Elementary

_____ Middle School

_____ Other _____

Check Area of Greatest Involvement

_____ Language Arts

_____ Mathematics

_____ Science

_____ Other _____

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THE DETROIT CENTER FOR PROFESSIONAL GROWTH AND DEVELOPMENT

SURVEY OF ADMINISTRATIVE/SUPERVISORY
INSERVICE EDUCATION NEEDS

Please check the column next to each item that most nearly describes your personal feeling.

	Essential	Necessary	Worth Developing	Needed But Not of High Priority	Disregard
PLANNING					
Realistic goal setting					
Strategies for educational change					
Effective time management					
Planning effective compensatory education programs: State/Federal Funding					
Developing management skills					
Needs assessments and long rang planning					
Developing optional and alternative programs					
Management information systems					
School financing					
Improving operating procedures (for the routine and the usual)					
Staff and curriculum development					
Utilizing computer technology					
Other:					
SUPERVISION					
Effective classroom supervision					
Maximizing the effectiveness of paraprofessional services					
Review of teaching strategies					
Other:					
Interpreting the Uniform Code of Student Conduct					

	Essential	Necessary	Worth Developing	Needed But Not of High Priority	Disregard
Staff evaluation					
Establishing and supervising extra curricular activities					
The role of the administrator/supervisor as the educational team leader					
Curriculum evaluation; process and product					
Management by objectives					
Conflict management					
Other:					
Communication					
Relating to Advisory Board, Board of Education, community and student groups					
Improving the organizational climate					
Improving communication with staff, students, parents					
Dealing with disciplinary problems					
The Administrator in a multi-cultural school					
Coping with tensions: personal and interpersonal					
Relating to Boards of Education and Superintendents					
Coping with the law					
Understanding Unions and Collective Bargaining					
Other:					

Check Administrative Position

___ Central Staff
___ Region Staff
___ Principal
___ Assistant Principal
___ Department Head
___ Supervisor
___ Other

Check Area (s) of Responsibility

___ District wide
___ Region wide
___ Elementary School
___ Middle School
___ Senior High School

___ Number of years in present position

nv/1978

MICHIGAN STATE UNIVERSITY

MIDDLE SCHOOL SURVEY

Part I

Directions: For each question in this section you are requested to make three responses. The first column asks for your opinion as to the importance of each item for middle school teachers. The second column asks the extent to which you perform each item. The third column asks how well your college or university education prepared you to do each item. Circle the number in each of the three columns which most accurately represents your situation and opinions.

	To what extent is it important for middle school teachers to:	To what extent do you currently:	To what extent did your college/ university courses prepare you to:
	1 NOT IMPORTANT 2 OF LITTLE IMPORTANCE 3 SOMEWHAT IMPORTANT 4 EXTREMELY IMPORTANT	1 NEVER 2 RARELY 3 SOMETIMES 4 MOST OF THE TIME	1 NO PREPARATION 2 LITTLE PREPARATION 3 SOME PREPARATION 4 EXCELLENT PREPARATION
1. Team teach (one subject area)?	1 2 3 4	1 2 3 4	1 2 3 4
2. Team teach (interdisciplinary)?	1 2 3 4	1 2 3 4	1 2 3 4
3. Use learning centers?	1 2 3 4	1 2 3 4	1 2 3 4
4. Use mastery learning?	1 2 3 4	1 2 3 4	1 2 3 4
5. Use multi-age grouping?	1 2 3 4	1 2 3 4	1 2 3 4
6. Use flexible grouping according to ability?	1 2 3 4	1 2 3 4	1 2 3 4
7. Use flexible grouping according to interest?	1 2 3 4	1 2 3 4	1 2 3 4
8. Use a variety of teaching strategies?	1 2 3 4	1 2 3 4	1 2 3 4
9. Use a variety of audio and visual materials?	1 2 3 4	1 2 3 4	1 2 3 4
10. Provide opportunities for an individual student to make			
•			
•			
•			
59. Incorporate career education concepts as a regular part of the instructional program?	1 2 3 4	1 2 3 4	1 2 3 4
60. Give students the opportunities to assume responsibilities for something other than academic progress (operating equipment, record keeping, office work, teacher aide, etc.)?	1 2 3 4	1 2 3 4	1 2 3 4
61. Include activities requiring student interaction to meet social needs?	1 2 3 4	1 2 3 4	1 2 3 4
62. Set up "private" areas in the classroom to allow individual students to be alone when they feel it is necessary?	1 2 3 4	1 2 3 4	1 2 3 4

DEMOGRAPHICS: CIRCLE ONE FOR EACH

VAR01	SCHOOL CORPORATION	VAR02	GRADE LEVEL TAUGHT
1	Baugo	1	K thru 3
2	Concord	2	4 thru 6
3	Elkhart	3	7 thru 9
4	Middlebury	4	10 thru 12
5	PHM	5	Career Ed

TOPICAL SUBHEADINGS AND RELEVANT PROBLEM AREAS

FOR COMPUTER USE ONLY

1. Indicates interest in formal classwork for credit relevant to topical aspect.
2. Indicates interest in workshops or conferences relevant to topical aspect.
3. Indicates no interest in topical aspect.
4. Not relevant to me.

READING

VAR03	1 2 3 4	Identifying and acquiring techniques for developing pre-reading readiness skills.
VAR04	1 2 3 4	Diagnosing students' reading strengths and weaknesses to remediate reading difficulties.
VAR05	1 2 3 4	Acquiring techniques and strategies for teaching reading in content areas.

STUDENT MOTIVATION

VAR020	1 2 3 4	Developing alternative teaching/learning methods.
VAR021	1 2 3 4	Identifying techniques for motivating the reluctant learner.
VAR022	1 2 3 4	Instilling decision-making skills and self-directed learning habits in students.

CLASSROOM MANAGEMENT

VAR023	1 2 3 4	Acquiring classroom management organizational skills.
VAR024	1 2 3 4	Identifying techniques for effective utilization of volunteers and para-professionals.
VAR025	1 2 3 4	Developing evaluation techniques - cognitive, affective, and skill domains.
VAR026	1 2 3 4	Identifying alternative approaches to grading, including contracting.
VAR027	1 2 3 4	Exploring shared and team teaching.

COUNSELING CONCERNS

VARO70	1 2 3 4	Becoming familiar with counseling techniques and developing skills in group dynamics and group processes.
VARO71	1 2 3 4	Recognizing drug and alcohol abuse and acquiring skills in working with the problem and potential problems.
VARO72	1 2 3 4	Diagnosing child abuse and neglect and acquiring parenting skills.
VARO73	2 3 4	Acquiring skills for working with teenage pregnancy problems.

SCIENCE AND MATH RESOURCE CENTERS

VARO74	1 2 3 4	Becoming familiar with available resources.
VARO75	2 3 4	Producing materials for classroom use.
VARO76	1 2 3 4	Incorporating outdoor education into the curriculum.

VARO77 Yes No Would you seek Teacher Center assistance for any of the following: departmental, building, or individual needs as requested. (CIRCLE ONE)

COMMENTS _____

_____

_____

_____

_____

_____

_____

Please return to your building principal by no later than noon December 8.

Thank you very much for your time and co-operation.

Part II

Directions: Circle the letter of the most appropriate response for items 1 - 15.

1. My sex is:
   a. Female
   b. Male

2. My present assignment is:
   a. Teacher
   b. Administrator
   c. Counselor
   d. Librarian/Media Specialist
   e. Other – Specify _____

3. I am currently working in a(n):
   a. Elementary School
   b. Junior High School
   c. Middle School
   d. High School
   e. Other – Specify _____

4. I would prefer to work in a(n):
   a. Elementary School
   b. Junior High School
   c. Middle School
   d. High School
   e. Other – Specify _____

5. I am most responsible for teaching:
   a. Math
   b. Science
   c. Social Studies
   d. Language Arts
   e. Industrial Arts
   f. Home Economics
   g. Music
   h. Art
   i. Physical Education
   j. Other – Specify _____

6. The level of education I have completed is:
   a. BA – BS
   b. BA + 18 (Semester Hours)
   c. MA – MS
   d. EdS
   e. EdD – PhD

7. The certificate I hold is:
   a. Elementary
   b. Secondary
   c. Other – Specify _____

8. My age group is:
   a. 23 or younger
   b. 24-30
   c. 31-40
   d. 41-50
   e. 51-60
   f. 61+

9. My total years of work in the education profession are:
   a. 2 years or less
   b. 3-10
   c. 11-20
   d. 21-30
   e. 31-40
   f. 41+

10. As an undergraduate student, I took courses in: (Circle letters of all that apply)
    a. Reading
    b. Early Adolescent Psychology
    c. Middle School/Junior High Curriculum
    d. Middle School/Junior High Methods
    e. Guidance/Counseling
    f. Middle School/Junior High Philosophy
    g. Student Teaching – Middle School/Junior High

11. As a graduate student, I took courses in: (Circle letters of all that apply.)
    a. Reading
    b. Early Adolescent Psychology
    c. Middle School/Junior High Curriculum
    d. Middle School/Junior High Methods
    e. Guidance/Counseling
    f. Middle School/Junior High Philosophy
    g. Student Teaching – Middle School/Junior High

12. The hours per week I spend on planning and preparation is:
    a. 2 or less
    b. 3-5
    c. 6-10
    d. 11-15
    e. 16+

13. The hours per week I spend with students beyond the regular school day is:
    a. 2 or less
    b. 3-4
    c. 5-8
    d. 9-12
    e. 13+

14. I sought a Michigan Middle School Endorsement:
    a. Because I wanted to ensure keeping my job in case of declining enrollments
    b. Because I wanted to be better prepared for my teaching assignment
    c. Because someone recommended it to me
    d. Because my district requires it
    e. Because I thought it would enable me to get a better job
    f. Other – Specify _____

15. The institution granting my endorsement is:
    a. Michigan State University
    b. Central Michigan University
    c. University of Michigan
    d. Wayne State University
    e. Eastern Michigan University
    f. Western Michigan University
    h. Other – Specify _____

RETURN THIS SURVEY TO:

Sue Rekittke
Secondary Education and Curriculum
301 Erickson Hall
Michigan State University
East Lansing, Michigan 48824

A NEEDS ASSESSMENT FOR ALL GARY PUBLIC SCHOOLS PROFESSIONAL STAFF MEMBERS NOVEMBER 1978

This instrument has been designed specifically to gather new information from principals, teachers, guidance counselors and other central office staff members regarding the development and implementation of in-service education programs. Your assistance is solicited to learn to what degree The Teacher Center can help in offering programs which would enhance your efforts in the classroom.

DEMOGRAPHIC DATA

Please fill in the blanks and check the items that apply to you.

1. Identify the name of your school_____
2. Identify yourself according to your area of responsibility:

_____ Elementary Principal	_____ Secondary Principal
_____ Elementary Teacher	_____ Secondary Teacher
_____ Elementary Guidance Counselor	_____ Secondary Guidance Counselor
_____ Central Office Personnel	_____ Other (Specify)
_____ Subjects (if applicable)	_____

3. Please circle and check the grade (s) that you are directly responsible for:
   K 1 2 3 4 5 all elementary grades___ 6 7 8 all junior high grades____
   9 10 11 12 all senior high grades

IN-SERVICE EDUCATION NEEDS

Circle the one response which most nearly describes your reaction.

In order to provide the best possible equal educational opportunity for your students that identify with various sub-groups (such as males, females, blacks, Hispanics and Asian Americans), please respond to the following items:

1. I would find training most useful in the area of:
   A. Acquisition and application of basic skills
      (Rank in order of greatest need.) Numbering 1 (greatest) to 4 (least)
      1. ☐ Reading 2. ☐ Math 3. ☐ Writing 4. ☐ Oral Language
   B. Acquisition and application of career and Vocational education or training
   C. Acquisition and application of social and political skills
   D. Other (Specify)_____
2. Information in the following areas would be most helpful to me to enhance my instructional programs:
   A. The selection of appropriate instructional materials relevant to the diverse interest and backgrounds of my students
   B. The development of strategies for curricula organization and classroom management
   C. The exploration of new teaching techniques and methodology
   D. Identifying new strategies for dealing with student confrontation
   E. Other (Specify)_____
      _____

3. In my experience, I have found the following most beneficial:
   A. Lectures
   B. Structured task-oriented small group sessions
   C. Informal non-structured rap sessions
4. I am willing to help plan some program activity. Yes ☐ No ☐
5. I am willing to serve as an occassional participant Yes ☐ No ☐
6. I am willing to sign my name_____or I shall call the Teacher Center Office at 949-5220 and volunter my services.
7. In my experience, I have found the following resources to be the most helpful in my training sessions:
   A. University professors
   B. Other practitioners such as myself
   C. Nationally renowned authorities
8. Assuming that numerous helpful in-service education workshops are going to take place, I would be most apt to attend:
   A. During the school year immediately after school
   B. After my dinner hour - What day of the week (circle one) M - T - W - Th
   C. During the school year on Saturdays all day
   D. On Saturdays and Sundays
   E. Before the school year begins in August
   F. Identify which month you prefer:
   ___January ___March ___May ___July ___September ___November
   ___February ___April ___June ___August ___October ___December
   G. Are there alternative times you would attend a workshop (Specify)_____
9. I would like to attend the workshops held at:
   A. A retreat area
   B. Local university campus
   C. Local public school facilities
   D. The Teacher Center Center
   E. Other (Specity)_____
10. Identify other areas in which you need assistance (ex: gifted and talented, oral language,
_____
_____
_____
_____

Return this form to your Building Representative no later than December 7, 1978.

This instrument revised and adapted for use by the Gary Teacher Center in November 1978.

Survey of Teacher Needs which can be met in a Teacher Center

Please indicate how you view the following as teacher inservice needs in Cleveland by marking one box for each item.

Key to Evaluation of Items

1. Strongly needed by Cleveland teachers and I would choose to participate when possible. Program must be developed.
2. Important to consider for future program development.
3. Should receive little if any consideration.

	1.	2.	3.
a. Individualization of instructions	☐	☐	☐
b. Teaching of reading	☐	☐	☐
c. Teaching of science	☐	☐	☐
d. Teaching of mathematics	☐	☐	☐
e. Metric education	☐	☐	☐
f. Teaching of fine arts	☐	☐	☐
g. Classroom management	☐	☐	☐
h. Effective utilization of test data	☐	☐	☐
i. Improving student's self image	☐	☐	☐
j. Stimulating student motivation	☐	☐	☐
k. Teaching strategies and skills	☐	☐	☐
l. Behavior modification	☐	☐	☐
m. Utilization of media materials	☐	☐	☐
n. Effective sharing of teaching ideas	☐	☐	☐
o. Sharing teaching techniques and mat.	☐	☐	☐
p. Humanizing instruction	☐	☐	☐
q. Increasing student involvement in instructional decision making.	☐	☐	☐
r. Career education	☐	☐	☐
t. Talented and gifted students	☐	☐	☐
u. Mainstreaming	☐	☐	☐
v. Eliminating sexism	☐	☐	☐
w. Competency-based education	☐	☐	☐
x. Student comprehension	☐	☐	☐
y. Student research and study skills and study habits	☐	☐	☐

MADISON COUNTY TEACHER CENTER

(SIU)

Building _____

District _____

Needs Assessment

Check your grade level

K-2 ☐ 7-9 ☐

3-6 ☐ 10-12 ☐

Other _____

Identify the level of professional development activity you feel you need for each of the following areas by marking ∞ in the appropriate box. At the far right, check the three areas of greatest interest to you.

	Have No Need	Have Some Need	Have Average Need	Have Much Need	Have Great Need	Mark the 3 areas of greatest interest
CURRICULUM PLANNING						
1. Curriculum Development-Adapting or developing curriculum to meet goals and objectives for sequential instruction.						
a. Provide for students to work at different rates.						
b. Vary teaching according to learning styles of students.						
c. Write individualized learning packages.						
2. Planning for Diverse Cultural Background-Planning instruction reflecting the importance of various cultural groups in classrooms.						
3. Career Education-Ability to incorporate concepts of career education in the classroom.						
4. Planning for Learning Problems-Accurately interpreting results of a variety of diagnostic procedures; using referral procedures.						
5. Planning for Gifted Talented-Using techniques for identification and instruction of gifted; using referral criteria.						
6. Content Areas-Refining and expanding knowledge of subject matter and method.						
a. Reading						
b. Mathematics						
c. Language Arts/English						
d. Science						
e. Music						
f. Social Studies						
g. Business Education/Industrial Arts						
h. Home Economics						
i. Foreign Language						
j. Arts						
k. Other						
7. Environmental Education-Incorporate environmental education into the school curriculum.						
8. Metric Education-Incorporate metric education into the school curriculum.						
9. Energy Education-Incorporate energy education into the school curriculum.						
10. Aerospace Education-Incorporate aerospace education into the school curriculum.						
11. Remedial Reading-Work more effectively with slow or non-readers.						

	Have No Need	Have Some Need	Have Average Need	Have Much Need	Have Great Need	Mark the 3 areas of Greatest Interest
CURRICULUM DELIVERY METHODS						
12. Utilizing Media-Making and using different types of learning aids and materials.						
13. Questioning Techniques-Using questions which elicit student involvement in the application of different thinking abilities.						
14. Learning Centers-Set up interest and/or learning centers in the classrooms.						
15. Games-Make or adapt instructional and/or simulation games for use in the classrooms.						
16. Inquiry Teaching-Develop and utlize inquiry techniques in teaching.						
17. Team Planning-Working with other staff to develop the instructional programs.						
EVALUATION						
18. Test Construction-Preparing essay, short answer, multiple choice, matching, true/false tests, and behavioral checklists.						
19. Conducting Parent/Student Conferences-Meeting with parents/students in individual conferences; interviewing skills.						
20. Data Interpretation-Understanding and using both norm-referenced and criterion referenced standardized tests.						
HUMAN SKILLS						
21. Communication Techniques-Communicating effectively with parents, fellow teachers, administrators, and community.						
22. Freedom from Sex/Race Stereotyping-Detecting racial and/or sex stereotyping in verbal and written language.						
23. Human Relations-Using human relations techniques and group dynamics.						
24. Non-Academic Counseling-Helping students with non-academic problems.						
25. Values Education-Incorporating values instruction into the regular curriculum.						
26. Motivation-How to more effectively motivate students.						
CLASSROOM MANAGEMENT						
27. Discipline Techniques-Dealing with problem behavior effectively using appropriate techniques and resources.						
28. Student Self-Concept Development-Assisting students in understanding and appreciating their own abilities and setting realistic goals.						
29. Tutoring-Using aides, volunteers, and tutors in the classrooms.						
30. Behavior Modification-Using technique of behavior modification in the classroom.						

NAME (Optional) _____

TEACHER CENTER SURVEY

I. What is your current assignment? ____ Teacher
____ Administrator/Supervisor
____ Paraprofessional
____ Other (explain)_____

IF TEACHER, check your categories:
___Kindergarten ____ Primary ___Intermediate
___Junior High School: Subject area(S)_____
___Senior High School: Subject area(s)_____
___mixed Jr/Sr H.S.: Subject area(s)_____
___specialists (e.g. Phys. Ed., Libr., etc) Level_____
___other(explain)_____Level_____
___Itinerent

IF ADMINISTRATOR/SUPERVISOR, check your categories:
___assigned to building
___elementary ___ secondary
___Federally/State funded project (specify)_____
___assigned to Dept. of Instruction as_____
in the area of _____
___other
As a major part of your responsibilities, do you supervise other professionals?_____

IF PARAPROFESSIONAL, check your categories:
___special education aide
___instructional aide
___assigned to federally/state funded project:
(specify)_____
___elementary ___ secondary
___other (explain)_____

II. How many years of experience in your current assignment?_____
Years with City School District_____ Years with other public education _____ Years with private institutions _____.

AGE: ___under 25 ___26-35 ___36-45 ___46-55 ___over 55

III. Please fill in information about your training.
Highest degree earned_____ Hours beyond_____

	LIFE/PERMANENT	PROVISIONAL
Area(s) of certification:	_____	_____
	_____	_____
	_____	_____
	_____	_____

If your current area requires certification, what type do you hold?_____
If you are not certified for your present assignment, please explain_____
_____
_____

IV. CAUTION: Is teaching hazardous to your health?

Use the following scale to rate these activities which a Rochester Teacher Center might offer for personal development:

1 = strongly needed for Rochester; I would participate
2 = strongly needed for Rochester; I would not participate
3 = well worth considering
4 = not a high priority
5 = not a beneficial project at any time

	1	2	3	4	5
coping with the need for retraining					
retraining for later career					
understanding burnout (career crisis)					
coping with stress					
leisure time activities					
problems related to school closings					
informal rap session with colleagues					
improving communication					
alcoholic rehabilitation					
assisting battered personnel					
new urban enviornments					

V. AS A TEACHER, use the same scale to indicate which of the following would improve your program by learning more about each from a teacher center:

subject matter (excluding your speciality)					
NAME THE SUBJECT AREA HERE_____					
structuring content					
the learning process					
theories of (specifiy)					
adapting materials					
methods of research					
planning effectively					
educating urban students					
motivating turned off students					
applying research results					
doing research					
urban survival skills					
developing Individual Ed. Programs					
teacher-developed testing					
performing arts					
visual arts					
parent relations					
conversational Spanish					
diagnosing student needs					
classroom management					
monitoring student progress					
teaching reading					
teaching mathematics					
interpreting test results					
teaching: strategies & skilss					
behavior modification					
usage of media					
promising practices					
group relations					

V. continued

	1	2	3	4	5
different cultures					
learning centers					
competency testing					
remediation for competency tesing					
systematic, developmental teaching					
humanizing instruction					
increasing student self-direction					
career education					
combating sexism					
class groupings of varying abilities					
other(explain)					

VI. AS AN ADMINISTRATOR/SUPERVISOR, use the same scale described in IV. to rate these possible teacher center offerings:

group dynamics					
making the budget work					
developing community relations					
making programs work					
improving community relations					
observation/evaluation skills					
staff communications					
discipline					
current trends					
other,explain					

VII. AS A PARAPROFESSIONAL, use the same scale described in IV. to rate these possible teacher center offerings:

subject matter(which?)					
classroom management skills					
helping students progress					
classroom games					
basic machine operations					
improving communications					
other, explain					

VIII. Use the following scale to rate your projected usage of resources:

1 = an absolute must; I would use
2 = needed for center; I might use
3 = worth having, others might use
4 = not a high priority
5 = not a beneficial collection

practical aids for the classroom					
instructional materials					
AV materials					
texts					
educational books					
educational journals/magazines					
a teacher store					
community resources information					
free/inexpensive materials					
other, specify					

IX. Use the following scale to rate these methods which might be used by Rochester's teacher center:

1 = best
2 = good
3 = average
4 = poor
5 = absolute bomb

	1	2	3	4	5
college course for credit					
non-credit course					
non-credit course, but toward certification					
teacher-identified topics for college courses					
individualized programs					
workshops					
expert teachers as consultants					
expert teachers to work in the classroom					
expert teachers to retrain outside of classroom					
released time					
other, explain					

XI. Use the same scale for IX. to rate these time blocks for operating teacher center:

after school					
during the day (assumes released time)					
weekends					
summer months					
early fall					
winter					
spring					
other, explain					

XII. Current inservice training provided by the District meets the needs of:

_____the District
_____ the government's rules
_____ the District's employees
_____ other, explain
_____unknown

Overall, how do you like current inservice?_____

How often do you selection topics for inservice training?_____

Why do attend most inservice meetings? ___assigned or mandated
___volunteered
___met a need

XIII. Are you a resident of the City?_____

If money collected were used to provide more released time, would you be willing to pay a nominal fee for the teacher center activities?_____

1. Would you be willing to be a teacher at the Teacher Center?_____
   Name _____Area(s) _____

2. Have you attended any inservice training presented by a District employee which you can highly recommend?_____
   Name of employee _____Topic(s)_____

Syracuse Area Teacher Centers

QUESTIONS

1. What would you list as the three most important problems in your school that would benefit from inservice training? In your district?

2. How would you like to see teacher center services provided, e.g., courses, workshops, released time for visitations, short or long programs, etc.?

3. If some programs were limited to helping you in areas that represent the learning needs of your students, what would these areas be?

4. Can you think of any "extra" services or facilities that a teacher center might provide that would otherwise not be available?

5. Can you name three things that you would like to see a teacher center provide directly to you?

6. Do you have any suggestions for the development of a teacher center that haven't been included in your remarks thus far?

NEWARK TEACHER CENTER 2 CEDAR STREET NEWARK, N. J. 07102 733-8642

SURVEY OF TEACHER STRESS AND MORALE

The Newark Board of Education has received Federal funding to establish a Teacher Center for the public and non-public school teachers of our city. The program of inservice activities offered by the Teacher Center is to be largely determined by the teachers themselves. The Teacher Center Policy Board has determined that stress and morale are high priority items to be addressed by Center Programs. You are asked to complete this survey so that the Policy Board may have the benefit of your experience as it moves to develop program plans at this time.

I. BACKGROUND INFORMATION

Position: ____Classroom Teacher
____Resource (Project) Teacher
____Bilingual/NSE/ESL Teacher
____Special Education
____Counselor
____Other (Specify)_____

School: ____Public
____Non-Public

Degree Status: ____B.A.
____B.A. + 30
____M.A.
____B.A. + 60/ M.A. + 30

Experience: ____Years Teaching in System
____Years Teaching in School
____Total Years Teaching

Current Grade Levels_____
Current Subjects_____

Sex:_____

II. SCHOOL CHARACTERISTICS

To what extent are the following statements generally characteristic of your school?
Please respond by using the scale:

SA = Strongly Agree, A = Agree, D = Disagree, SD = Strongly Disagree

		Please Circle
1.	Teachers feel a sense of pride in their work.....	1. SA A D SD
2.	Administrators genuinely care about the needs and concerns of staff members,.....	2. SA A D SD
3.	Teachers are responsive to student needs.....	3. SA A D SD
4.	Teachers discuss and try out new ideas.....	4. SA A D SD
5.	Teachers respect the opinions and beliefs of students.....	5. SA A D SD
6.	Students genuinely respect the teachers.....	6. SA A D SD
7.	Staff members who are interested can participate in decision making.....	7. SA A D SD
8.	Discussion and use of many ideas and practices is encouraged.....	8. SA A D SD
9.	There is a feeling of mutual respect among staff members.....	9. SA A D SD
10.	The principal shows that he/she appreciates the staff.....	10. SA A D SD
11.	Teachers respect the judgment of the school administration.....	11. SA A D SD
12.	Home and school share a common set of values.....	12. SA A D SD
13.	Teacher concerns receive thoughtful consideration.....	13. SA A D SD
14.	The principal communicates effectively with the staff.....	14. SA A D SD
15.	Appropriate administrative structure with regard to time schedules and routines is provided.....	15. SA A D SD
16.	There is a high level of commitment to education among staff members.....	16. SA A D SD
17.	Teachers work cooperatively with each other.....	17. SA A D SD
18.	At school meetings, discussions are mostly about educational issues rather than administrative procedures.....	18. SA A D SD
19.	There is a lot of good will among staff members.....	19. SA A D SD
20.	Teachers respect the judgment of the district level administration	20. SA A D SD
21.	Parents have a great deal of respect for teachers.....	21. SA A D SD
22.	Inservice offerings are excellent in quality.....	22. SA A D SD

III. TEACHING STRESS

In general, how stressful do you find being a teacher? Not at all stressful____ Mildly stressful_____ Moderately stressful_____ Very stressful_____ Extremely stressful_____.

As a teacher, how great a source of stress are these factors to you? Please respond by using the following scale:

0 = No stress, 1 = Mild stress, 2 = Moderate stress, 3 = Much stress, 4 = Extreme stress.

		Please Circle
1.	Non-teaching assignments....1.	0 1 2 3 4
2.	Lack of preparation time....2.	0 1 2 3 4
3.	Possibility of lay-offs....3.	0 1 2 3 4.
4.	Sense of personal danger....4.	0 1 2 3 4
5.	Too much work to do....5.	0 1 2 3 4
6.	Too rapid pace of school day....6.	0 1 2 3 4
7.	Not enough time to do the work....7.	0 1 2 3 4
8.	Lack of time for pupil evaluation....8.	0 1 2 3 4
9.	Lack of recognition for extra work....9.	0 1 2 3 4
10.	Poorly motivated pupils....10.	0 1 2 3 4
11.	Difficult classes....11.	0 1 2 3 4
12.	Maintaining values and standards....12.	0 1 2 3 4
13.	School is too large....13.	0 1 2 3 4
14.	Responsibility for pupil success....14.	0 1 2 3 4
15.	Inadequate school discipline....15.	0 1 2 3 4
16.	Pupils' poor attitudes toward work....16.	0 1 2 3 4
17.	Low status of teaching profession....17.	0 1 2 3 4
18.	Lack of consensus on minimum standards....18.	0 1 2 3 4
19.	Lack of professionalism among colleagues....19.	0 1 2 3 4
20.	Pupils' non-acceptance of teacher's authority....20.	0 1 2 3 4
21.	Lack of time for professional growth....21.	0 1 2 3 4
22.	Shortage of equipment....22.	0 1 2 3 4
23.	Inadequate means of dealing with disciplinary problems..23.	0 1 2 3 4
24.	Lack of effective supervisory assistance....24.	0 1 2 3 4
25.	Shortage of materials....25.	0 1 2 3 4
26.	Pupils' general misbehavior....26.	0 1 2 3 4
27.	Lack of recognition for good teaching....27.	0 1 2 3 4
28.	Wide range of pupil abilities....28.	0 1 2 3 4
29.	Disruptive pupils....29.	0 1 2 3 4
30.	Possibility of involuntary transfers....30.	0 1 2 3 4
31.	Poor facilities....31.	0 1 2 3 4
32.	Inadequate salary....32.	0 1 2 3 4
33.	No time to relax between classes or lessons....33.	0 1 2 3 4
34.	Poor opportunities for advancement....34.	0 1 2 3 4
35.	Individual pupils who continually misbehave....35.	0 1 2 3 4
36.	Too much paperwork....36.	0 1 2 3 4
37.	Lack of time to spend with individual pupils....37.	0 1 2 3 4
38.	Meeting responsibilities of absent teachers....38.	0 1 2 3 4
39.	Pupils who show lack of interest....39.	0 1 2 3 4
40.	Demands on after school time....40.	0 1 2 3 4
41.	Difficult behavior problems....41.	0 1 2 3 4
42.	Pupil discourtesy....42.	0 1 2 3 4
43.	Lack of participation in decision making....43.	0 1 2 3 4
44.	Large classes....44.	0 1 2 3 4
45.	Generally high noise level....45.	0 1 2 3 4
46.	Low status of teaching in this community....46.	0 1 2 3 4
47.	Lack of personal satisfaction....47.	0 1 2 3 4
48.	Lack of administrative support....48.	0 1 2 3 4
49.	Too many teaching responsibilities....49.	0 1 2 3 4
50.	Low status of teaching in this school....50.	0 1 2 3 4
51.	General low ability of pupils....51.	0 1 2 3 4
52.	Lack of clarity regarding scope of responsibilities....52.	0 1 2 3 4
53.	Having to do things against my better judgment....53.	0 1 2 3 4
54.	Dealing with racial conflicts....54.	0 1 2 3 4
55.	Feelings of professional inadequacy....55.	0 1 2 3 4

IV. JOB SATISFACTION AND MORALE

To what extent are the following statements characteristic of your own feelings about your work? Please respond using the following scale:

SA = Strongly Agree, A = Agree, D = Disagree, SD = Strongly Disagree.

		Please Circle
1.	I feel generally enthusiastic about teaching.....1.	SA A D SD
2.	I would rather teach in my present system than elsewhere.....2.	SA A D SD
3.	I feel that my teaching is effective.....3.	SA A D SD
4.	I share a common educational philosophy with my colleagues.....4.	SA A D SD
5.	I rarely consider leaving the teaching profession.....5.	SA A D SD
6.	I feel liked and accepted by my colleagues.....6.	SA A D SD
7.	I rarely have feelings about being trapped in a bad situation.....7.	SA A D SD
8.	I have many colleagues with whom I can talk about my feelings and problems.....8.	SA A D SD
9.	I rarely feel isolated from my colleagues at work.....9.	SA A D SD
10.	I feel comfortable in my relationships with administrators.....10.	SA A D SD
11.	I have sufficient leeway to use my own ideas in teaching.....11.	SA A D SD
12.	I feel a great sense of pride about the work I do.....12.	SA A D SD

V. ADDITIONAL INFORMATION

Please add any information which will help to clarify, extend, or qualify your responses. Thank you.

ON-GOING NEEDS ASSESSMENT FORMS

The following samples of on-going needs assessment forms are enclosed here to give you examples of the types of things you should be doing after you have an operating center.

On-going needs assessments are an important part of continuing in-service evaluation for all policy boards. This process will help you to provide current programs which have been requested by your staff.

GARY TEACHER CENTER

NEEDS ASSESSMENT

DIRECTIONS:

In order to plan meaningful experience for teachers, the center needs the following information. Please respond.

A. Identify Self
   1. Department _____ Name (Optional) _____
   2. School _____ Grade Level _____

DIRECTIONS:

Using the graph below, indicate immediate and predicted needs concerning student acquisition and application of basic skills.

B. Identify Needs
   1. Beginning with <u>one</u> to indicate your most pressing need. Continue to <u>four</u> which shows your least pressing need.
   2. List other specific needs not included on the graph.

	Reading	Math	Writing	Oral Language
Instructional Techniques	☐	☐	☐	☐
Motivational Devices	☐	☐	☐	☐
Skill Development	☐	☐	☐	☐
Individual Student Needs	☐	☐	☐	☐

Newark Teacher Center

Preference Survey

The Newark Board of Education has received Federal funding to establish a Teacher Center for the teachers of our city. The program of inservice activities offered by the Teacher Center is to be largely determined by teachers themselves. To help in this process, you are asked to complete this questionnaire so that the Policy Board may have the benefit of your thinking when it makes formal program plans.

Age _____
Grade level now teaching _____
School _____
No. of years teaching _____
No. of years in Newark _____

Position: (check one)
Classroom Teacher _____
Resource (Project) Teacher _____
Counselor _____
Administrator _____
Other (specify) _____

Degree status: (check one) B.A. ___ B.A.+30 ___ M.A. ___
B.A.+60 or M.A.+ 30 _____

The Teacher Center will provide training experiences in the form of workshops. In addition, the Center plans to offer courses which will carry graduate credit. Teachers will also be invited to participate in curricular study and adaptation.

The following skill/interest areas have been identified as important to teaching and learning. Kindly indicate your interest in participating in inservice programs dealing with these areas by circling the appropriate number from 1 (low interest) to 4 (high interest) for each item.

A. Curriculum Delivery Methods

1.	Learning centers	1 2 3 4
2.	Questioning techniques and strategies	1 2 3 4
3.	Games, simulations, and role-playing	1 2 3 4
4.	Using audiovisual media	1 2 3 4
5.	Small-group instruction	1 2 3 4
6.	Individualized instruction	1 2 3 4
7.	Student-to-student instruction	1 2 3 4
8.	Student contracting	1 2 3 4
9.	Diagnostic/prescriptive instruction	

B. Evaluation Techniques

10.	Teacher-made tests	1 2 3 4
11.	Interpreting and using standardized tests	1 2 3 4
12.	Evaluating programs	1 2 3 4
13.	Conducting effective parent conferences	1 2 3 4
14.	Developing student test taking skills	1 2 3 4

NEW YORK CITY CENTER CONSORTIUM

KEY: 1 = interested; 2 = average interest; 3 = not interested

I. Please check the curriculum areas you would like to see represented in the teacher center.

	1	2	3
A. READING:			
1. Decoding	____	____	____
2. Comprehension	____	____	____
3. Diagnostic/prescriptive	____	____	____
4. In content areas	____	____	____
Other: _____			
B. LANGUAGE ARTS:			
1. Creative Writing	____	____	____
2. Media Education	____	____	____
3. Critical Writing	____	____	____
4. Oral Communications	____	____	____
5. TESL	____	____	____
Other: _____			
C. MATHEMATICS:			
1. Basic Skills	____	____	____
2. Problem Solving	____	____	____
3. Metric System	____	____	____
4. Enrichment	____	____	____
5. Diagnostic/prescriptive	____	____	____
Other: _____			
D. SOCIAL STUDIES:			
1. Teaching Research Skills	____	____	____
2. Individualization	____	____	____
3. Organizing group projects	____	____	____
Other: _____			
E. SCIENCE:			
1. Experimentation	____	____	____
2. Individual/group work	____	____	____
Other: _____			
F. MISCELLANEOUS:			
1. Integrating curriculum	____	____	____
2. Planning for trips	____	____	____
3. Art	____	____	____
4. Music	____	____	____
5. Early Childhood	____	____	____
Other: _____			

I. What professional periodicals would be most helpful to you? Please check.

Instructor____Teacher____Ranger Rick____Media and Methods____
Science Education____National Geographic____Education Digest____
The Reading Teacher____Natural History____Harvard Educational Review____Other:_____
_____

I. Can you suggest any professional books or materials that would be useful in our center?

1. General topics_____
_____

2. Specific titles_____
_____

V. One suggestion made by the site committee was to arrange for the showing of professional films in our center. Please use the key on page 2.

A. FILM SUGGESTIONS:	1	2	3
1. Behavior modification in the classroom	____	____	____
2. Classroom management	____	____	____
3. Language Experiences	____	____	____
4. Open classroom	____	____	____

Other film suggestions:_____
_____

V. Other suggestions that came up at the meeting were:

1. Inventory of available supplies	____	____	____
2. Continuity/liaison within grades	____	____	____
3. Continuity/liaison between grades	____	____	____

Any others?_____
_____

VI. Our final question concerns your interest in on-site, after-school workshops. Would you be interested in attending workshops :

New teaching techniques/early childhood_____New teaching techniques/ primary_____Individualizing Instruction (including how to group)_____ Classroom management (including how to design and operate learning centers)_____diagnostic/prescriptive approach to teaching/learning _____Learning theory and its application in the classroom_____New ideas in the teaching of: Reading_____Language Arts_____Math_____ Social Studies_____Science_____Problems with discipline_____Mainstreaming_____Behavior Modification techniques in the classroom_____

Any others?_____ ___

_____

Would you prefer (if we can arrange it) to take these workshops for: graduate credit_____in-service credit*** non-credit_____

If you are interested (and qualified) to teach a workshop (at the per-session rate) please let me know. Also, if you know of someone else who is interested, let me know.

Feel free to add any comments you may wish to make. We are anxious to make our center a true, grass-roots, teacher-run operation!

INDIVIDUAL PROFESSIONAL DEVELOPMENT *

This page is provided for those who wish to work with me on an individual program of professional development. If you prefer to leave it blank and discuss it with me personally, feel free to do so. In any case, the information will remain confidential.

Are there specific areas in which you are interested?

Reading_____ Language Arts_____ Math_____ Social Studies_____

Science_____ Other?_____

Are there general areas in which you are interested?

Classroom management_____ Individualizing Instruction_____

Grouping for instruction_____ discipline_____ integrating curriculum_____ developing learning centers_____ diagnosing for instruction_____

Other?_____

What times would you be available for a conference? Please list by day of the week, since I am not here every day.

Monday_____ Tuesday_____

Wednesday_____ Thursday_____

Friday_____

Name_____

Room_____

* In large teachers' centers individual needs are served on a one-to-one basis.

WORKSHOP EVALUATIONS

The following samples of workshop evaluations are enclosed here to provide you with examples of forms currently in use.

The information obtained from these forms is used by the director and the policy board in evaluating the performance of a particular instructor and the evaluation of the material being presented. This type of evaluation will help the center continue to provide quality programs.

THE DETROIT CENTER FOR PROFESSIONAL GROWTH AND DEVELOPMENT

PARTICIPANT QUESTIONNAIRE

The Center wants to secure information on its success in providing inservice experience to educators in the Detroit area. Your cooperation in completing all of this form is appreciated. Please do not omit any information that is requested. THANK YOU.

A. POSITION: ___teacher ___administrator ___paraprofessional ___counselor
___other (please specify): _____

B. SUBJECT: ___reading/ lang. arts ___math/ science ___art/ music ___health/ phys. ed. ___vocational ___not applicable
___other: _____

C. GRADE LEVEL: ___elementary ___middle/jr.h.s. ___high school ___other: _____

D. REGION NUMBER: _____ SCHOOL(S) or OFFICE: _____

E. Please rate your overall and specific evaluations of this activity by circling the appropriate number:

	Very Satisfied		Satisfied		Undecided	Dissatisfied	Very Dissatisfied
a. Your overall evaluation of this activity	5		4		3	2	1
b. The activity leader's presentation of the subject	5		4		3	2	1
c. The activity leader's knowledge of the subject	5		4		3	2	1
d. The materials used in this activity	5		4		3	2	1
e. The information, knowledge or concepts you learned	5		4		3	2	1
f. The skills or techniques you gained	5		4		3	2	1
g. The potential for using what you have learned in your work	5		4		3	2	1
h. The potential for sharing what you have learned with colleagues	5		4		3	2	1

F. Check the items below which describe what you will use in your work from skills gained in this Center activity. CHECK as many as apply.

___use new methods
___use new materials
___use new content
___I cannot use any of what I learned because _____

G. Check the items below which describe how you will use the skills gained through this Center activity. CHECK as many as apply.

___to motivate learning
___to improve instruction
___to improve organization and planning
___to create a more positive education environment
___other (please describe) _____

H. Check the item below which describes how you feel about the time spent in this activity:

___ adequate ___ too little ___ too much

I. In the space below, please comment on the strengths of this activity.

J. In the space below, please comment on the weaknesses of this activity.

(THANK YOU FOR YOUR COOPERATION)

EH/lad
12/7/78

Central New York Rural Teachers Center

PROGRAM DEVELOPMENT ---- EVALUATION FORM

PLEASE RETURN TO YOUR
TEACHER CENTER COORDINATOR,
FIELD COORDINATOR OR
SESSION LEADER.

Dear Educator,

Your candid comments will be helpful in effecting improvements in future programs of the Teachers Center.
Signature is optional. Thank you for your assistance.

Name of session: (Presentor)_____

Date:_____

1. Your Participation:

A. To what extent were the objectives of the session clear to you?

0 Limited — 5 Adequate — 10 Exceptional

B. To what extent did the session promote the objectives of the Teacher Center Program?

0 Limited — 5 Adequate — 10 Exceptional

C. Adequacy of your involvement in the session?

0 Limited — 5 Adequate — 10 Exceptional

D. Your overall evaluation of this session.

0 Limited — 5 Adequate — 10 Exceptional

Ron Bover, Coordinator: Institute for Experimentation in Teacher Education, Education Division, SUNY College at Cortland, Cortland, N.Y. 13045 (607-753-4704)

II. I would_____would not_____ recommend this session to others.

III What I liked most about the session was:

IV. I need more work on:

V. The training at this session will help me develop myself and my job performance by:

VI. The space below is for you to share thoughts, doodles, poems and feelings about this session..... also any suggestions you may have for a future session of this kind.

THANK YOU for your participation and feedback.

District of Columbia Teacher Center
Goding Elementary School
10th and F Streets, N.E., Room 301
Washington, D.C. 20002

WORKSHOP EVALUATION

Place _____ Topic _____

Date _____ No. of Participants _____

1. The organization of the workshop was: Excellent 7 6 5 4 3 2 1 Poor

2. The objectives of the workshop were: Clearly Evident 7 6 5 4 3 2 1 Vague

3. The work of the consultant(s) was: Excellent 7 6 5 4 3 2 1 Poor

4. The ideas and activities presented were: Very Interesting 7 6 5 4 3 2 1 Dull

5. The scope (coverage) was: Very Adequate 7 6 5 4 3 2 1 Inadequate

6. My attendance at this workshop should prove: Very Beneficial 7 6 5 4 3 2 1 No Benefit

7. Overall, I consider this workshop: Excellent 7 6 5 4 3 2 1 Poor

8. Do you feel a need for additional information about the topic? 1. Yes 2. No

GENERAL COMMENTS: _____

_____

_____

_____

_____

_____

Develop by: Earl McCallon, Ph. D.
Learning Concepts

EVALUATION
DISSEMINATION OF INFORMATION

Place_____ Date_____

Teaching Level_____ School_____

Directions:
Below are statements about the activity in which you have just participated. Mark on the scale the numeral which comes closest to describing your reaction to this activity.

1. My expectations for this period of sharing information were:

   fulfilled____ 5____ 4____ 3____ 2____ 1____ unfulfilled_____

2. I now understand what The Teacher Center is all about:

   fully____ 5____ 4____ 3____ 2____ 1____ not at all____

3. Staff knowledge of The Center's purpose and plans was:

   satisfactory____ 5____ 4____ 3____ 2____ 1____ unsatisfactory

4. I now understand the ways in which the center can serve the teaching staff of this school system.

   fully____ 5____ 4____ 3____ 2____ 1____ not at all____

5. I am willing to help The Center's staff plan and conduct some in-service program.

   yes____ no____

Other Comments:

Name_____ Optional unless you answered yes to # 5.

Adapted from TRIAD Teacher Center

INSERVICE EVALUATION
THE GARY TEACHER CENTER

Teaching Level_____ School_____ Date_____

Directions: Please circle the numeral on the scale which best describes your reactions to this inservice day.

1. My knowledge of materials and concepts presented prior to this inservice was:	1 (low)	2	3	4 (high)
2. The overall usefulness of this inservice for me is:	1 (low)	2	3	4 (high)
3. The organization of the inservice was:	1 (low)	2	3	4 (high)
4. The clarity of the presentation was:	1 (low)	2	3	4 (high)
5. The effectiveness of the presenter (s) was:	1 (low)	2	3	4 (high)

6. The strengths of this inservice day were:_____

7. The weaknesses of this inservice day were:_____

8. I will use the knowledge gained in this inservice day in my classroom:

Yes_____ No_____

9. I am willing to fill out a form which the center sends later, evaluating the effect of this inservice on actual classroom performance.

Yes_____ No_____

10. The next workshop I would like is_____

Name_____(Optional unless you answered yes to statements #8 and 9).

CREDITS

Detroit Center for Professional
Growth and Development
Room 155 - College of Education
Wayne State University
Detroit, Michigan 48202

Michigan State University
Secondary Education and
Curriculum
301 Erickson Hall
East Lansing, MI 48224

Cincinnati Area Teacher Center
739 Hand Avenue
Cincinnati, Ohio 45232

Guam Teacher Center
c/o P.O. Box 10046
Sinajana, Guam 96910

Gary Teacher Center
1403 West 23rd. Ave.
Gary, IN 46607

Cleveland Teacher Center
%Cleveland Teachers' Union
602 Engineers Bldg.
Cleveland, Ohio 44114

Chicago Teacher Center
3901 North Ridgeway
Chicago, ILL 60618

Madison County Teacher Center
Box 122-So. Ill. University
Edwardsville, Ill. 62025

Syracuse Area Teacher Centers
150 Marshall St.
Syracuse, NY 13210

Newark Teacher Center
Two Cedar St.
Newark, N.J. 07102

Central New York Rural
Teacher Center
State University College
Cortland, NY 13045

New York City Teacher
Centers Consortium
260 Park Ave. S.
New York City, NY 10010

District of Columbia
Teacher Center
Coding Elementary Sch.
10th. and F. St. NE
Washington, DC 20002

Urban Teacher Center
2003 Presbury St.
Baltimore, MD 21217

MODULE: HOW TO ORGANIZE A TEACHER CENTER NEEDS ASSESSMENT DATE: _____

Your suggestions will be greatly appreciated.

You are one of the few teacher center leaders who will receive a copy of this edition of the Teacher Center How To Series. As a part of the AFT Teacher Center Resource Exchange project activities, a second printing of this module will be made available during the school year 1979-80.

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Pat Weiler
AFT Teacher Center Resource Exchange
11 Dupont Circle
Washington, DC 20036

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SUGGESTIONS FOR CHANGE FOR CYCLE 2 (REPRINT): Attach materials you suggest.

LIST TOPICS YOU WOULD LIKE SURVEYED IN NEXT SERIES:

SUGGESTIONS FOR FUTURE AUTHORS OR CONSULTATNTS: (use other side if necessary)

On other side: Please include your name, address, phone number, and your teacher center involvement (position)

AFT Teacher Center Mailing list.
___Yes ___No